DOCUMENT RESUME

ED 095 041 SO 007 659

AUTHOR	Saad, Geti, Comp.
TITLE	Selected Bibliography and Abstracts of Educational Materials in Pakistan. Volume 6, Number 3, 1972. Period Covered July-September 1972.
SPONS AGENCY	National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
REPORT NO	TT-72-53188-3
PUB DATE	Sep 72
NOTE	61p.; For related documents, see ED 074 847, 086 579, and SO 007 660
EDRS PRICE	MF-$0.75 HC-$3.15 PLUS POSTAGE
DESCRIPTORS	Adult Education; *Annotated Bibliographies; Comparative Education; Curriculum Development; *Educational Administration; *Educational Finance; Educational Objectives; *Educational Policy; *Educational Research; Elementary Education; Secondary Education; Social Sciences; Teacher Education; Textbooks; Womens Education
IDENTIFIERS	*Pakistan

ABSTRACT

This annotated bibliography lists 102 entries of selected educational materials in Pakistan covering the period from July to September 1972. The materials are organized into 24 categories as listed for related document ED 074 847. A new section is added on nationalization of education. The materials are drawn from a variety of Pakistani journals, newspapers, and government publications. (KSM)

ED 095041

BEST COPY AVAILABLE

TT 72-53188/3

SELECTED BIBLIOGRAPHY AND ABSTRACTS OF EDUCATIONAL MATERIALS

IN PAKISTAN

Vol.6 No.3, 1972.

Period Covered

July-September 1972

Compiled for the Office of Education, U.S. Department of Health, Education and Welfare, and the National Science Foundation, Washington, D.C. by Mrs.Geti Saad.

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SP 007 659

C O N T E N T S

	Page
Adult Education	1
Childhood Education	2
Development of Education	2
Education Goals	3
Education Planning	6
Education Reforms	10
Examinations	14
Higher Education	15
History of Education	18
Islamic Education	18
Libraries	19
Literacy	21
Literature for Children	23
Medical Education	24
Professional Education	25
Psychology	26
Science Education	28
Sociology	28
Students' Problems	29

Teachers. 30

Teaching Methods and Media 32

Technical Education 33

Textbooks 34

Women's Education. 36

General 38

Special Section - Nationalization of Education 42

Writers' Index 57

ADULT EDUCATION.

BEST COPY AVAILABLE

1. Adult Literacy --- DAWN (Karachi) August 26, 1972.

There cannot be two opinions about the imperative need for systematic progress in both functional and mass literacy programs. Universalization of primary education and a massive adult literacy campaign are two of the most important cornerstones of the new Education Policy, which will cover the period 1972-80. In the past we have had many high aspirations and pious hopes. The encouraging thing now is that the Government seems prepared to find the finance and fill the organizational requirements for launching a nationwide program.

Great importance attaches to the production of the right type of books for adults. Contrary to the mistaken notion that prevails in certain circles, the general mass of the people who have remained illiterate for lack of facilities and encouragement, are really not averse to reading and writing in their own languages. The use of the mother tongue in adult and functional literacy classes has broken down the initial diffidence or shyness. More attention, therefore, needs to be paid to the production of reading material in the regional languages.

2. JAVED, Shameem. Ta'aleem-e-Balegan (Adult Education) Akhbar-e-Jehan (Karachi) July 26, 1972 (U).

The development of any country in modern times depends on the wise and careful use of its manpower. Production of wealth largely depends on education. Being a developing country, Pakistan needs a well planned and carefully implemented campaign of adult literacy.

It is heartening to see that the present Government is determined to educate every individual in order to eliminate the curse of illiteracy from the country. What is needed now is to send literacy corps to villages and to inculcate in the mind of every villager the advantages of education. Unfortunately, majority of our people are illiterate and ignorant of the use of modern agricultural implements. Had they been educated, they could have easily used those implements without experiencing any difficulty.

CHILDHOOD EDUCATION

3. SIDDIQI, Waheedul Haq and Zuberi Ikhlas Husain. Bachchon Ki Zindagi Ko Baghor Mutalea Karney Ki Zarurat (Need to Study Carefully the Life of Children) --- In: Bachchey Ka Zehn-o-Nafsiyaati Irteqa, 17-35. Karachi, Academy of Educational Research. 1970 (U).

Often we deal with children in the wrong way. Our wrong behavior creates a wall between ourselves and the child. The main reason for this behavior is our lack of knowledge of the thinking pattern and behavior of a child. We are governed rather by our whims and emotions, than by his psychological needs.

The child possess a delicate personality and requires great care in handling. Since he is readily influenced by his environment, we should so adapt our behavior as to help him develop the type of personality we desire for him. Learning for the child begins from the day he is born so does his personality. It is discussed in some detail how the child should be treated and trained so that he may develop his personality.

DEVELOPMENT OF EDUCATION

4. YUNUS, Sufi Mohammed. Census of Schools and Colleges of the Punjab Province for 1971-72 --- Lahore, Punjab Textbook Board. 146p. 1972.

This is a brochure on the schools and colleges of the Punjab Province from the middle to the degree level. Section I of the brochure gives a summary of colleges by region and district as well as a list of colleges. Section II gives information about high schools, such as a summary of high schools by division and district and a list of high schools by district. Section III gives a summary of middle schools by division and district and a list of middle schools by district.

Section IV of the brochure gives a list of English medium schools of Lahore and Rawalpindi regions, a summary of P.T.C. schools by region, a list of P.T.C. schools in Lahore and Rawalpindi by region, a list of deaf and dumb schools, a list of comprehensive pilot high schools, and a list of technical institutions. The last section of the brochure gives a comparative statement of different types of schools, a comparative study of high schools, and a comparative study of higher secondary schools.

5. ZUBERI, Ahsan. Ta'aleemi Shobey Mein Taraqqi-o-Tausi (Development and Expansion in Educational Sector) --- Hurriyat (Karachi) August 30, 1972 (U).

The Government of Sind has assigned a place of importance to education in all development schemes. It has earmarked nearly seventy million rupees for the development and expansion of education. This step will curb the growing tendency of making education a commercial venture and remove the fears that educational progress would be slowed down after nationalization of educational institutions.

By declaring that the educational sector will, in future, be run only by educationists and not by bureaucrats, the Government of Sind has removed the doubts that were being expressed by certain quarters. The Government has also made it clear that with the increase of population, the number of educational institutions will also be increased. The Government wants neither to close down any institutions nor to merge them with others. Moreover, all artificial restrictions on the admission of students will be removed. Nationalization has, in short, opened a new vista on educational horizon.

EDUCATION GOALS

6. AHMED, S. Saeed. Tradition and Change in Eduction --- Jamia Educational Quarterly (Karachi) XIII(3): 29-32. July, 1972.

Pakistan came into being on the basis of a distinct and well defined ideology. This ideology is the binding force among the various regions and races of this country. The objective of safeguarding national integrity is to be achieved through education that is based on Islam.

Islam is our religion and Islamic ideology alone can bind the nation into one integral whole. In Islam education is of paramount importance. To acquire knowledge is the true Islamic tradition. The question is what type of knowledge is to be acquired. In Islam no branch of knowledge is unwholy. The Muslims throughout their history displayed a spirit of inquiry, observation, experimentation, and assimilation. The study of science has special importance in Islamic education. In the classical seats of Muslim learnings, Greek philosophy and science were taught side by side with the Quran and Hadith. But gradually Muslims banished the study of science from their education plan, labelling it as non-religious. This was a serious blow to the cause of education in the Islamic world. Now we should revive the old tradition. The study of science will open a new chapter in the history of national regeneration.

7. ALI, M. Basharat. Education and the Ideology of Pakistan --- Jamia Educational Quarterly (Karachi) XIII(3): 21-28. July, 1972.

The history of education of a nation is an integral part of her history of culture. We have to re-examine and re-evaluate our inherited ideas and their bearing upon education today. The creation of Pakistan accelerated social and edcucational changes. Now is the time to re-evaluate our educational aims, curriculum, and organization with a view to judging what was good and bad in the past, and what will be good in the years to come.

It is unfortunate that our educational system, in spite of its cultural base and ideal, has yet to decide what role it should play in society. All governments in their turn attempted to reform the educational system. But all these reforms ignored the Islamic idealism, which is the real base of our existence, and which should form the core of any educational plan. The Islamic concept of education and its cultural aspect are briefly discussed.

8. MAJID, Abdul. Why and Wherefore --- Pakistan Times (Lahore) August 24, 1972.

Whatever, the truth about the 'generation gap' parents may not be wholly blamed for their children's ignorance of the why and wherefore of Pakistan. The teachers' responsibility is, perhaps, greater, although he belongs mostly to the younger lot and has still to gain in knowledge and perspective. If the teacher neglects to give his students some grounding in national viewpoints, that could be because of his extra-academic preoccupations. It is the duty of the teachers to create interests among the students for thorough study about the creation of Pakistan.

It is really a matter of despondency that the new generation knows very little about the struggle for the establishment of Pakistan. It is high time that we give serious attention to this aspect of education. Education can play an important role in creating national outlook in the students, and it is the duty of teachers to help the students in developing such outlook.

9. RAHMAN, Inamur. National Integration and Education --- Jamia Educational Quarterly (Karachi) XIII(3): 5-10. July, 1972.

Education is more than a series of vocational courses. It is the formation of beliefs, attitudes, and a common outlook. Even in advanced countries, national traditions and values have been maintained through educational institutions. This concept of education is all the more true for Pakistan, which has been carved out as an ideological entity, and which can justify its continued national existence by adhereing to its ideological base.

It is regretted that we have neglected this approach to education and to our national existence in the last twenty-five years and have suffered for it by losing a good part of our country in 1971. The role of education as an instrument of national integration deserves serious consideration by our educationists and framers of education policy. How this goal can be achieved is discussed briefly.

10. YOUSUF, Mehe:. Education --- In: Qaumi Ta'aleem, 15-16. Karachi, Government College of Education. 1972.

Education in its widest sense means the unfolding and development of the latent powers of man. In this sense 'education' means intellectual education, moral education, and physical education. The aims and standards of education vary with time, place and circumstances. In Pakistan education means nothing more than the possession of a university degree that may entitle one to a clerical job.

True education aims the all-round development of the intellect, moral and physical powers of man. Education that takes care of only one of these factors is imperfect education. The wider aim of education is to preserve the cultural heritage of the individual and to enable him to enrich it to the best of his ability.

11. AHMAD, Manzar. New Education --- Pakistan Times (Lahore) September 1, 1972.

The new education policy comes into force today with the nationalization of private colleges. This is the first phase of the gigantic program drawn-up to eliminate elitism in education, to ride the seats of learning of the profit-motivated mercenary, to provide to teachers uniform treatment in respect of financial reward and social status and to make rapid headway toward the ideal of free, universal education.

Fortunately, the take-over of colleges is not a very controversial and complex part of the program, and it should enable the administration to have a clear perspective of the problems involved and to evolve the techniques of reform. This does not mean that the Provincial Governments will have no difficulties in matters of resources allocation, departmental management of institutions, absorption of teachers from private colleges into Governmental cadres, and maintenance of educational standards and the individual character of the institutions concerned.

12. ASHRAF, Syed Ali. Planning in Education --- Jamia Educational Quarterly (Karachi) XIII(3): July, 1972.

All educational planning has two objectives, one ideational and the other utilitarian. The two objectives must be integrally related to each other. Educational planning should aim at giving that sort of training to man which will simultaneously feed and sustain his being and help the growth of his personality to its perfection.

The changing social conditions help us to only determine the methods which should be adopted to realize the ideal, which always remains the same. Thus ideal is absolute but planning is relative to social conditions. As education is only a means of acquiring knowledge and technique, our present educational planning should be such that our students may utilize all their faculties with the help of the knowledge that is available to us today. Specialization should follow general education, which should form the basic core of education. The scope of general education is briefly discussed.

13. BAQAI, Sabihuddin. Educational Planning and Economic Growth --- Jamia Educational Quarterly (Karachi) XIII(3): 15-20. July, 1972.

A very important objective of education is to supply adequate and competent manpower for economic growth and development of the country. The trained and skilled citizens are produced in educational institutions. The national educational plan must envisage comprehensive socio-economic strategy for development. Pakistan is in the dire need of need-oriented educational planning.

For this purpose a two-stage model is used. In the first stage the future employment possibilities are to be worked out and then the needs of the educational facilities are estimated. The educational capacities can thus be interlinked with economic capacities of development. In the second stage we have to proceed with structural projection of qualified personnel and its transformation into educational requirements.

The new educational policies of 1970 and 1972 are examined in the light of the above model of educational planning.

14. KHAN, Anwar Khalil. National Planning and Educational Priorities --- Jamia Educational Quarterly (Karachi) XIII(3): 33-39. July, 1972.

One of the functions of the educational system is to act as a mechanism for searching out and selecting potential talent. The wrong kind of education can check or reverse the process of development. Educational reforms have been too often launched without any serious attempt at coordinating the elements within education and integrating them with economic and social growth. This is because there is a big gulf between those who plan educational programs and those who carry them out.

The crucial problem in educational planning relates to the determination of the priorities and the allocation of available resources. The rationale of determining priorities is to obtain maximum results from the use of scarce resources. The strategy for the development of human resources must be related realistically to educational investment and goals of our economic development. In mapping out such a strategy the question of balance, inappropriate structure, and teacher supply need to be given serious consideration.

15. RAYMOND, S. The New Role of Education --- Morning News (Karachi) August 14, 1972.

Such measures as progressive nationalization of all educational institutions, and the introduction of free education up to Class VIII in the first instance, and then up to Class X are measures that go far beyond any proposed in any previous policy, and provide clear evidence of the sincerity of the Government's intentions to achieve such vital objectives as greater 'national cohesion' and the 'equalizing of access to education.

Some of the questions that arise in this connection are:

1) Will the Government be able to find the funds to implement such an ambitious policy? 2) Is the nationalization of educational institutions desirable from the educational point of view? 3) Will the standards of education not fall as a consequence of such a policy? That such doubts should arise in the minds of many especially in the minds of those involved in education, is only natural. But that such doubts should be used to provide a pretext for obstructing the implementation of the policy is completely unwarranted. We have to suggest ways and means by which the noble goal of 'equilizing access to education' can be achieved without lowering the standards which are already at their lowest at present.

16. ROOHULLAH, Mohammad. Nizam-e-Ta'aleem Ko Badalney Ki Zaroorat (Need to Change the System of Education) Hurriyat (Karachi) July 19, 1972 (U).

It is high time we drastically change our present system of education. The new system can be divided into three phases: 1) for children between the ages of 4 and 8 years; 2) for boys between the ages of 9 and 16 years; and 3) for adults up to the age of 22 years. Urdu and English should be made compulsory in the last phase. The students should be given the option of choosing one subject of their interest.

The following reforms should also be introduced: 1) Theology should be made compulsory in every class; 2) Co-education should be immediately banned; 3) Cultural shows should not be permitted in educational institutions; 4) Facilities should be provided for practical education side by side with ideological education; 5) Separate syllabi should be prepared for men and women; and 6) The present system of examination should be changed to bring it into conformity with the modern theory and practice of education.

17. SAID, Agra. Trained Only to Serve Abroad --- DAWN (Karachi) July 8, 1972.

The younger generation has very few career opportunities in Pakistan. The young men are, therefore, looking to the new Government to come to their rescue by providing career-oriented education in fields which need to be developed in national interests or in the fields where there is a dearth of trained personnel on account of non-existence of the relevant professional education within the country. Although professional training is available at the University of Karachi in a critical field having a direct bearing on public health, it is not recognized under the Government health policy or given due consideration in the Government's educational policy. Profession of pharmacy is the case in point. When trained hands remain unemployed for want of jobs, they have no alternative but to go abroad where they find ample opportunities to put their abilities to practical use. Unless the Government gives serious thought to this alarming situtation and makes sincere efforts to solve the problems of the educated trained personnel, the situation will continue to worsen indefinitely.

18. ZAIDI, S.M. Hafiz. Educational Planning --- Jamia Educational Quarterly (Karachi) XIII(3): 1-4. July, 1972.

Undoubtedly, education, as an infra-structure in national development planning, hardly needs any emphasis. A literate society will be better able to utilize the fruit of development and provide proper environment for social change. In almost all the developing countries, the traditional attitude prevails, and change agents have to meet psychological resistance against innovation. The most significant aspect of the philosophy of planning relates to the future of the nation. The success of any plan depends on how we educate and bring up our new generation.

With this object in mind the writer has briefly analyzed the nature of educational planning suited for national development and integration in Pakistan.

19. ZUBERI, Ahsan. Nai Ta'aleemi Policy Aur Sind (Sind and New Education Policy) --- Mashriq (Karachi) August 31, 1972 (U).

The new educational policy promises to accelerate the growth of educational institutions and motivate the people to acquire education. So far as Sind is concerned, 900,000 students have been enrolled in 11,800 primary schools, and 6,500 students have been enrolled in 625 Middle Schools of the Province. By October 1972, education up to Middle Class will also be made free. In the second phase, which begins from October 1974, nearly 200,000 students in 455 secondary schools of the province will be having free education.

These students who had to discontinue their studies after primary education for want of finance, will now be able to acquire free education up to Matric. The rate of adult illiteracy has also been growing for the last few years. During the last ten years their number has gone up to 100 million. According to an estimate, the number of illiterates in Sind alone has risen to 400,000.

EDUCATION REFORMS

20. AHMED, Fahmida Masood. Nai Ta'aleemi Policy (New Education Policy) --- In: Ma'ashrati Masail Ki Imraniyaat, 148-155. Karachi, Kifaiyat Academy. April, 1972 (U).

The growing problems in the field of education necessitated the formulation of a new education policy that could moderonize the content and technique of education and pave the way for smooth economic development of the country. The new Government realized the importance of this step and announced the New Education Policy in March 1972. The President took care in his address to emphasize that the policy was not the last word and that more changes will be made in it when the need arises in future. The salient features of the new education policy are briefly mentioned.

At the end there are comments on the expected benefits of the policy and a few suggestions for the clarification of certain points.

21. AHMED, Fehmida Masood. Ta'leem - - - (Education) - - - In: Ma'ashrati Masail Ki Imraniyaat, 95-115, Karachi, Kifayat Academy. April 1972(U)

The concept of education as defined by various educationists has been briefly defined. Education is as old as man and his civilisation. Some light has been thrown on the gradual development of education in different ages. Special mention has been made of educational development in the subcontinent.

The educational setup in Pakistan has been discussed in some detail. We inherited the British system of education which was introduced in the subcontinent to suit the needs of foreign rulers. This system was good as far as it went, but now it has lost its utility. Efforts to bring about suitable changes in the system started long ago, but little was achieved by way of practical results. In 1958 some useful suggestions were made to improve many branches of education. These suggestions have been briefly pointed out. In 1969 a new education policy was laid down, the salient features of which are discussed.

22. AHMED, Riaz. Ta'leem Ka Mustaqbil (Future of Education)- - - Jang (Karachi) August 19, 1972 (U).

All the colleges are being nationalized from the first of September 1972, changing the whole pattern of education in our country. The prime object of education is to give the students an insight into the problems of their country. But, unfortunately, the present system of education has failed to do this. Some of the flaws in the present system are as follows: 1) Our system of education is devoid of any aim or direction; 2) we have not yet decided what our youth should become; 3) there are three systems prevalent at a time in the country - Missionary and other schools meant to serve the upper class and producing only bureaucrats, other English schools producing second class officers and clerks, and Madrassahs imparting onyl religious education; 4) our education does not lay stress on the building of character; it produces a crowd of young men who have no respect for their teachers and no scruples about malpractices; 5) we have always regarded education as a non-profit-making investment. If the Government really wants its policy to succeed, it should weed out officialdom from the civil service.

23. ALI, Anita Ghulam. Nai Ta'aleemi Policy (New Education Policy) --- Akhbar-e-Khwateen (Karachi) March 11-17, 1972 (U).

Here are some of the important suggestions that should be incorporated in the new educational policy: . 1) In order to do away discrimination between the various strata of society, all the students should be educated under one universal system of education. It has been generally observed that preference is given to the requirements of the students who come from affluent classes. This should be stopped. All the students, rich or poor, should be given the same rights and privileges.

Our new system should be conducive to our social and national ideologies and moral needs. All industrious and intelligent students should be given equal opportunities to serve their country. Under the new educational policy, both the teachers and the students should be provided facilities to take part in the management of their educational institutions. This will help solve their problems.

24. CHOHAN, Michael M.R. Progress Through Purposeful Education --- Morning News (Karachi) August 8, 1972.

The stereotyped and hackneyed concepts about education must be replaced by dynamic and progressive concepts. We have developed a habit of looking back to the past for solace, but this habit should not be carried too far. There is another aspect of our education which requires realistic and practical approach. There has been a peristent demand that the education system and its contents be Islamized, but all has been done so far is that Islamiat has been made an examination subject at different levels, and Chairs of Islamic Studies have set up in our universities. In schools, colleges, universities, and other educational enterprises, such as literacy projects, greater emphasis should be placed on national consciousness, national security and solidarity, national dignity and prestige, and national progress and prosperity. Our educational system should create true Pakistanis. Another important aspect of the campaign of literacy and mass education is the dignosis of elements in programing it. Our literacy projects and mass education should be planned and implemented with a definite objective in mind. These are the projects for our national amelioration and will have a great impact on our international prestige.

25. KHURSHEED, Abdus Salam. Ta'aleemyafta Berozgaar (Educated Unemployed) --- Mashriq (Karachi) August 7, 1972 (U).

The New Education Policy has commendable features but is silent on the question of arresting the growing problem of educated unemployment. The Government has promised to promulgate a new ordinance for every university which, it is said, would be better than all the previous Ordinances in that the different sections of the universities, such as Senate, Syndicate, Academic Council, and Board of Studies would be manned by elected and not by nominated members. These bodies would also include elected representatives from among the students. This is a truly revolutionary step. Even in civilized countries of the world students have no representation in such bodies. Students should, for the present, be given limited representation. They should be consulted only on matters that directly affect them. They should not be consulted in matters of appointment of teachers or the rules and regulations for examinations. Students already have optimum privileges under the new scheme, and any thing more will only affect the standard of education adversely.

26. RAFIQ, Shamima. Nai Ta'aleemi Policy (New Education Policy) --- Akhbar-e-Khwateen (Karachi) March 11-17, 1972 (U).

Priority should be given to Urdu in our new educational policy, and it should be made the medium of instruction. Standard books should be written in Urdu on different subjects. English should either be taught properly and thoroughly or be dropped altogether. If English is to be retained for educational purposes, its syllabus should be free from all disparagement of the ideology of Pakistan.

Every university should have a separate full fledged department for each branch of knowledge and technology. At present there are many subjects, both in arts and sciences, that are not taught in our universities, and the students who take these subjects in high schools, have either to abruptly change over to other subjects in the university or give up advanced education.

27. KHAN, Azhar. Why Examinations in July? --- Sun (Karachi) May 29, 1972.

Our various Educational Boards in the province seem to thrive on repeated postponments and delays of examinations. They do not realize what havoc they unconsciously play with the future of the students. It usually happens that the students appearing in the Intermediate Examinations cannot keep to the time schedule fixed for various applications for admission to higher education, armed services selection, grant of foreign scholarships, etc. The learned educationists may cut short the course by a chapter or so, rather than postpone the examinations. Postponement of examinations seems to have become a habit with the Hyderabad Board alone. We, therefore, request our educationists to look into these complaints with an open mind and do the needful.

28. NASIM, Waheeda. Tariqae Imtehaan Mein Tubdeeli (Change in Examination System) --- Akhbar-e-Khwateen (Karachi) March 11-17, 1972 (U).

We do not agree with the view that the system of education has become outdated, because no system is bad in itself. The system cannot be blamed if it is badly implemented. We cannot ignore the fact that the same system has produced giants like Sir Syed Ahmad Khan, Quaid-e-Azam Mohammad Ali Jinnah, Allama Iqbal, etc.

So far as the new system of education is concerned, syllabus of Science subjects should be adapted to the requirements of the changed circumstances and conditions. Students should be provided greater facilities; arrangements for research should be made within the country; unnecessary subjects should be eliminated from the syllabi; and emphasis should be laid more on technical and scientific studies than on scholarly and academic education.

HIGHER EDUCATION

29. AHMAD, Anwar. Higher Education --- DAWN (Karachi) August 6, 1972.

While dealing with this subject, one's mind naturally turns to the unhappy plight of Pakistani students in Western universities after the recent devaluation of our currency. The suggestions put forward to alleviate their hardship range from allowing a special concessional rate to a special system of scholarships for those who deserve support in the completion of their studies. The Central Education Minister raised hopes with the disclosure that the Government was considering grants and loans for those who had limited means and were pursuing useful studies. It is suggested that a clear decision should be taken in the matter without further delay.

30. AHMAD, Manzoor, Hamari Universitian (Our Universities) --- Hurriyat (Karachi) September 4, 1972 (U).

The standard of education has gone down to an unspeakable low in the country's history. Majority of our teachers are those who have turned to this profession after failing in making their way into any other job. In order to remove this tendency, a selection board consisting of educationists and psychologists should be set up on provincial basis to select the teachers.

Students should be imparted education in accordance with their ability, and only those students should be sent abroad who are selected on the basis of merit. Technical education should be made compulsory. The period of study in High Schools should be extended from 10 to 11 years. Intermediate class should be done away with, and three years should be fixed for Graduation Course. Only exceptionally talented students should be selected for Post-Graduation. This will help solve the problem of unemployment to a great extent.

31. MAJID, Abdul. Varsity Ordinance --- Pakistan Times (Lahore) August 1, 1972.

The problems of student indiscipline and deteriorating academic standards are closely linked to the organization of the academic and other decision-making bodies of the Punjab University. A summary of the Academic Staff Association's recommendations for associating young university teachers with the working of the University is given here for incorporation in the proposed new University Ordinance: The representation of teachers on the Senate should include at least 10 per cent elected representatives from among the University Assistant Professors/Lecturers, about a third of them being the University Associate Professors.

At least 33 per cent of the total strength of the Syndicate should be elected from among the University teachers forming a single electoral college. If the number of such representatives is five, they should include one Professor, one Associate Professor, and three Assistant Professors/ Lecturers. The President of the Punjab University Academic Staff Association should be an ex-office member of the Syndicate.

The Academic Council should include two Associate Professors/ Lecturers to be elected by the University teachers. There should be a Board for each Faculty consisting of the Dean elected by the members of the Board of Faculty from among the Professors of the University for a term of two years. The function of a Board of studies for each subject should be to advise the University authorities on all academic matters. The Chairman of teaching department/Principal of a Constituent College should be appointed for a term of two years from among the three senior most teachers in the department by rotation. The department should be governed by an Administrative Council with the Head of the Department acting as its Chairman.

32. NIAZI, G.Y.K. Varsity Ordinance --- Pakistan Times (Lahore) August 10, 1972.

The University has no less than 150 affiliated colleges under its jurisdiction. A large number of these lie out of Lahore in other big towns. But they never had any representation in the governing bodies of the University. In matters of administrative and academic decisions affecting these, the university has been relying chiefly on the advice of some elderly persons mostly belonging to Lahore or a few other big cities. The syndicate, which is the most important and powerful body, almost entirely comprises members belong to Lahore proper or to Lahore Division, and the remaining four Divisions of the Punjab and Azad Kashmir go unrepresented. It is, therefore, proposed that 35 per cent seats on each body should be reserved for the university-community and 66 per cent for the non-university-community. The seats reserved for the university-community may be filled in accordance with the wishes of the academic staff of the university, and the other seats may be filled according to the wishes of the non-university academic community.

33. SULEMAN, Rafique. University Ordinance --- SUN (Karachi) August 21, 1972.

In the new education policy the government had promised to replace the notorious "Varsity Ordinance", by enlightened and progressive legislation that would democratize the working of the universities and ensure full participation by the representatives of the teachers, students, and parents in the university affairs. The past "Varsity Ordinances" failed because they did not reflect the feelings and aspirations of the students and teachers. If the Government wants the new measure to succeed, it should announce its broad outlines and invite suggestions from students, teachers, and educationists so that it can be made truly democratic and reflect the feelings and aspirations of the teachers and students.

HISTORY OF EDUCATION

34. NAWAZ, Choudhury Mohammed. Qadeem Rome-Aik Ta'aleemi Aur Saqafati Jaiza (Ancient Rome-An Educational and Cultural Survey) --- Sanuvi Ta'aleem (Lahore) 6(2): 45-58. September, 1972 (U).

Education has great importance in Christian culture. In the beginning there were no separate schools for converts, but soon the leaders of the church realized the necessity of the educational training of new converts. In Egypt church schools were established for the first time in the fourth century A.D. In Rome church schools were established as Greek and classical schools began to decline. The church schools were immensely influenced by the Greek and Roman systems of education and thus carried on the traditions of Western civilization. With the break up of the Roman Empire, education also suffered. But the institutions of learning of the Roman world remained in existance in Spain and France for quite a long time.

The educational setup of ancient Rome is briefly described under the headings: status of teachers, professional competency of teachers, method of teaching, discipline problems, school buildings, school time-table, syllabus, secondary education, higher education, law education, and teaching outside school premises.

ISLAMIC EDUCATION

35. FAROOQI, Ibadullah. Islami Nizam-e-Ta'aleem (Islamic Educational System) --- Sanuvi Ta'aleem (Lahore) 6(2): 24-35. September, 1972 (U).

The Islamic educational system may be broadly divided into two periods. During the first period education was confined to mosques, and during the second period big Islamic universities were established in different cities, where education ultimately lost contact with the mosques.

In the present article the writer specially discusses the salient features of the educational setup in the first period when education was limited to mosques, and the contents of education were mainly based on the teachings of the Quran. Some light is also thrown on the system of education in the second period. The discussion includes comments on the method of education, syllabus, status of teaching, patronage of learning, and other relevant matters.

LIBRARIES

36. BUKHARI, Waseem. Jadid Ma'ashra Aur Librarian (Modern Society and Libraries) --- Kitab (Lahore) 6(4,5): 8-9. January, February, 1972 (U).

Libraries are of supreme importance not only for educational institutions, but also for all the institutions of modern life where research of some kind or other is carried on. In spite of growing demand, there are very few libraries in the private sector in our country. In view of its importance in the field of trade and industry, the private sector needs libraries in large numbers. With the help of libraries, research activities in the private sector will grow and yield precious data for the development of industries. Big banks and insurance companies should come forward and establish good research libraries. Similarly, big pharmacuitical companies require research facilities which can be provided only by well-stocked modern libraries. They are also a must for the news media in the modern world.

It is suggested in the end that libraries should also be developed in the public sector. The amount reserved for this purpose in the fourth five-year plan is far too meager.

37. CHUGHTAI, Mohammad Ishaque. Librarians --- Pakistan Times (Lahore) August 29, 1972.

The writer who is the General Secretary of the Punjab Library Association, Lahore, says that the community of librarians feels indebted to the People's Government for giving, in its Education Policy, a proper place to libraries and bringing librarians at par with the teachers of the institutions they are working in, in the matter of status and pay-scales. But this is not commensurate with the useful and responsible job they are performing. Here are some observations:

Educationists of renown have given the library a central position in educational institutions. The process of education is considered incomplete if not supplemented by a study of library books on general subjects. The N.W.F.P Government has brought the Librarians of the province at par with the Directors of Physical Education as far as their pay and status are concerned. Therefore, it is suggested that: a) librarians of the Punjab should also be given a similar status and pay-scale; and b) an Inspectorate and Directorate of Libraries should be set up on the pattern of the Directorate of Physical Education.

38. HUSSAIN, Mahmood. How to Educate Ourselves ? ---
Morning News (Karachi) July 6, 1972.

The increasing opportunities of education have enormously increased the enrollment of students in schools, colleges, and universities. Even outside such formal institutions people need books. It is gratifying to note that the New Educational Policy has also dealt with the question of library development and book production. The new Education Policy has the full backing of the President himself, and this is a happy augury for the development of libraries and book production. But nothing has been said about the 'National Library' in the New Education Policy. Unfortunately, the development of a National Library has always been neglected despite repeated reminders from the Pakistan Library Association and other professional bodies. The development of a library system in each province and the establishement of a Directorate of Libraries should be proceeded with without loss of time.

The purpose of 'book bank' is to provide books to students on reduced rental basis over a long period. This will solve the problem of non-availability of books to students. It has its own limitations, though. All students cannot benefit from this scheme. It is, therefore, necessary to publish the following bibliographical material:

1) A basic bibliography of books in national and regional languages of Pakistan.

2) A concise but annotated bibliography of books on history and culture of Pakistan.

3) A selected list of periodicals for smaller libraries.

4) A manual for library workers in small libraries.

5) A guide to the use of libraries.

39. JAVED, Riaz. Pakistan Mein Ana Librarian Aur Unki Ahmiyat (Penny Libraries in Pakistan and their Importance) --- Kitab (Lahore) 6(11): 39-40. August, 1972 (U).

Besides official and private libraries, many libraries and bookshops in Pakistan lend books to readers on hire basis. Previously it was one anna a day for a book, hence the name 'anna library'. Nowadays the rent for a day per book is ten paisa. Usually the librarian or the shopkeeper receives some deposit money from the reader and supplies books on the basis of daily rent. The method of acquisition and distribution of books as practised in the 'anna libraries' is explained briefly.

This system of hiring out books has helped much in the development of reading habits among the people and provided an opportunity to readers to obtain books easily and cheaply. However, the collections of books in these libraries leave much to be desired.At present most of the collections consist mainly of on cheap fiction. Efforts should be made to encourage these libraries to stock quality literature for discerning readers.

LITERACY

40. A challenege to the youth --- Morning News (Karachi) May 9, 1972.

The magnitude of the education reforms makes their implementation a formidable task. The Government, with its limited resources, cannot be expected to perform this task single-handed. A clear picture of the exact amount of money needed for full impelementation of the different schemes under the policy is yet to emerge, but it is certain to be a straggering burden on the public exchequer. According to tentative calculations, the education budget is expected to amount to four per cent of the GNP as a result of the new reforms, which aim at providing free education up to Matric in the next two years. But this is not the only problem. To ensure the wholehearted cooperation of the people, it will be necessary to infuse in them a sense of total involvement in the implementation of the reforms. The Central Government now proposes to achieve this through a "motivational campaign". The campaign will be conducted by a network of special committee under the guidance of a national committee at the center. The Government's decision to set up a literacy corps consisting of the unemployed educated persons for the implementation of the reforms is also a wise step.

41. DANI, Ahmad Hasan. Challenge to Mass Education --- Pakistan Times (Lahore) August 27, 1972.

The problem of literacy is linked with two other problems: the availability of reading materials and the teaching personnel who is to impart instruction to the teeming masses in far-flung villages. The administration lays more stress on buildings than on education. What is important is to make reading materials available freely to the masses. This should be the primary responsibility of the Government.

However, the greatest obstacle to the spread of literacy is how to pursuade the masses to spare their time from their usual occupations and go to take advantage of the literacy programs. If we are able to convince a poor farmer that education is meant to make him a better farmer, a better field labourer, a better carpenter, a better iron-smith, he would love to spare time for education. But in this case education has to grow from the life of the villages. It must be rooted in the general well-being of the masses. Education here is not meant for service but for the improvement of the work in hand and for the utilization of local resources so as to create new opportunities for work.

42. KHURSHEED, Abdus Salam. Open University Ki Tajweez (Proposal for Open University) --- Mashriq (Karachi) September 4, 1972 (U).

The number of people who privately appear in and pass university examinations is alarmingly great. As they lack proper guidance in their studies, they only come to own a degree without the education that goes with it. Our Night Colleges are anything but educational institutions. They are a workshop for the mass production of graduates. The developed and rich countries have, however, found the remedy for this malady, but the poor countries are still groping in the dark.

The 'Open University' Plan, which was introduced some time ago in Britain, is now being followed in the United States of America. The utility of such University was also hinted at recently by the Vice Chancellor of the Punjab University. In the 'Open University', education is imparted in leisure time. When this University was established in Britain, many educational experts knitted their brows and declared it unworkable. The experiment, however, succeeded.

If the same system is introduced in our country, many people will benefit from it. This will 1) make higher education easy and general; 2) put an end to the network of night colleges and their fraudulent activities; and 3) lift the curse of 'guess papers.'

43. WAZIRABADI, Qayyum. Mass Illiteracy --- Pakistan Times (Lahore) September 5, 1972.

The new education policy is expected to be of great help in eliminating illiteracy within reasonable span of time. But it is generally feared that this grand project may not prosper if appropriate and timely measures are not taken. The mass media should be widely utilized to bring home to the people the significance of the educational reforms.

It is suggested that a motivational program should be launched through Radio and Television during the long summer vacation when college teachers are free. It would definitely contribute much to making the new educational policy a success.

LITERATURE FOR CHILDREN

44. DURRANI, Atash. Bachchon Ki Kitabon Ki Tadveen (Editing of Children's Books) --- Kitab (Lahore) 6(6.7): 10-11. March, April, 1972 (U).

The editing of children's books is a great educational problem with us. No one pays serious attention to this work. The purpose of Children's books is to make the children interested in reading and to administer a useful dose of information along with it. The responsibility of the editor is, of course, very great. He should have thorough knowledge about the world of children, the working of their mind, and their likes and dislikes. Every successful writer is not necessarily a successful writer of children's books. One can write for children if one was interested in books in one's childhood. The teachers of children, and mother and nurses can become good writers, because they know the thinking pattern of children. An editor should use these people for quality literature of children.

There are a number of other guidelines for the editors and writers of children's books. Special emphasis is laid on the need of illustrations in children's books.

43. KHAN, Hussain A. Books for children --- DAWN (Karachi) September 27, 1972.

In addition to books in the national language, there is need for well-produced publications in sufficient numbers available at reasonable prices in the various regional languages. In many cases, the years following formal primary instruction are in some ways diseducative and full of baneful influences on the children who run the risk of lapsing into ignorance in the absence of proper library and reading room services. Thus, cheap and quality production of children's books can only be the end of the beginning. Allied to this, the first step is the provision of suitable libraries for children. Large numbers of the parents may not be in a position to buy even the cheaper books for thier children, and in the rural areas, at any rate, even the most moderately priced books will not have a big market for some time to come. The educational needs of children in the countryside will, therefore, have to be met through well-appointed libraries to serve the needs of groups of villages that cannot afford them individually.

MEDICAL EDUCATION

44. AHMAD, M. Pre-Medical Course --- SUN (Karachi) May 9, 1972.

According to a report, the Pre-medical course is to be halved i.e., in place of the present H.S.C. Pre-medical Course of two years after the S.S.C. or Matriculation Examination, there will be one specialized course of one year's duration. It is also proposed to select students for the medical profession just after S.S.C. Examination.

Some of the implications of this scheme are as follows:.

1) Age: Usually, a student of average intelligence passes his S.S.C. Examination at the age of 14. After undergoing pre-medical training of one year, he is supposed to enter Medical College at the age of 15. The proposed course in the Medical College is of four years' duration. Therefore, our future doctors shall be teen-agers. An immature doctor may create serious problems later.

2) Medium of Instruction: English - Except for those who are the product of English-medium schools, our S.S.C. student is extremely deficient in English, which is the language of Medical Training, and is not in a position to shoulder the burden of Professional Medical Training. He will not be able to cope with the Pre-Medical, and later Medical, Course which will be conducted in English. So, Pre-Medical Training should be given after H.S.C. instead of S.S.C. Secondly, more emphasis should be placed on Specialized and particularized subjects in the Pre-Medical Training.

45. MALIK, Bashir A. Medical Course --- Pakistan Times (Lahore) September 29, 1972.

In the People's Health Scheme, the Central Ministry of Health has rightly pointed out that the need is not for a lower but a different quality of medical education; that the content of the undergraduate curriculum should be more relevant to the health needs of the people; and that more time should be assigned to the teaching of preventive medicine and community health. We also agree to the provision that after graduation and before registration, one year internship in approved hospitals should be made compulsory. However, we cannot agree to some of the other provisions of the scheme: i) The duration of the pre-medical course be reduced from two years to one year. ii) The education and training course be made more intensive and of longer duration. This will enable the students to qualify in four years instead of the present five years. We cannot agree to these measures for the following reasons:

a) In one year, the pre-medical student will acquire only a superficial knowledge of the basic sciences. This will badly affect his studies later on at the college level. The two years' pre-medical course must be retained, so that the student may acquire more general education and is exposed to an open atmosphere that obtains in arts and science colleges.

b) Medical science has made phenomenal progress in the recent past. Reducing of the course from five years to four years will result in the production of sub-standard medical graduates.

PROFESSIONAL EDUCATION

46. SULEMAN, Mohammed Rafiq. Commerce Education --- SUN (Karachi) September 30, 1972.

The present commerce education courses and syllabi are outdated. Many of the obvious practical needs have been disregarded in them. The country's commercial manpower is inadequate for meeting the challenge of present-day competition at home and in foreign markets. So it is necessary to improve these courses. But the Government has ignored the need of their improvement and expansion in the New Education Policy. The Government should announce suitable changes in commercial education, so that it may fulfil the present-day requirements. The Government should include some subjects of practical importance, such as salesmanship and marketing, foreign languages, business conditions, and short-term conversation courses in the syllabus of commercial education that may be more useful in the conduct of both domestic and foreign business.

PSYCHOLOGY

47. AHMED, Fahmida Masood. Bachchon Aur Nau Jawanon Ki Bey-Rah-Ravi (Juvenile Delinquency) --- In: Ma'ashrati Masail Ki Imraniyaat, 213-242. Karachi, Kifaiyat Academy. April, 1972 (U).

The term Juvenile delinquency is explained and defined. Delinquency is a universal problem. In Western countries a delinquent is called a "problem child". The reasons why a child becomes a delinquent are briefly mentioned. Delinquency is a serious problem and requires great attention. We cannot reform children only by punishment as we do in the case of hardened criminals. Children require proper handling and training. Special institutions have been created to deal with delinquents.

The causes of juvenile delinquency are as follows:

1) Family conditions.

2) Environment.

3) Temperament.

4) Social disorganization.

5) Unemployment.

6) Institution of gangs and

7) Over population.

In the end suggestions have been put forward to check juvenile delinquency. Some statistics on juvenile crimes in Karachi are also given.

48. KHAN, Mohammad Atharali. The Learning Process --- In: Qaumi Ta'aleem, 7-10. Karachi, Government College of Education 1972.

No final definition of learning acceptable to all has been formulated so far. The writer presents the definitions of learning of some eminent psychologists. Important aspects of learning are: 1) goal; 2) readiness; 3) situtation; 4) interpretation; 5) response; 6) consequence; and 7) reaction to thwarting.

There are various theories that attempt to explain the basic process of learning. At present it would be unwise to adopt any one method. The complex process of human learning demands that one should give attention to all aspects of this process. The different aspects are: 1) learning as an association process; 2) learning as a process of reinforcement; 3) learning as a perpetual process; and 4) learning as both a process of differentiation and integration.

The essential characteristics of the learning process are: a) needs; b) incentives; c) barriers to goals; d) response potential; e) selectivity and elimination of responses; and f) effect of response. It is concluded that learning is the central theme in educational psychology and teaching should be based upon general principles of learning.

49. SIDDIQI, Waheedul Haq and ZUBERI, Ikhlas Husain. Bachchey Key Zehn Ki Nashonuma (Development of Child's Mind) In: Bachchey Ka Zehn-o-Nafsiyati Irteqa, 57-6. Karachi, Academy of Educational Research. 1972 (U).

Gradual development of a child's mind is explained with the help of examples. The process of learning starts from the very infancy and whatever, a child learns through his senses is stored in mind. By and by the mind recives all sorts of information, which enriches his store of knowledge. His various experiences help his mind in forming his own opinions.

There is a brief discussion of how the mind of a child can be developed properly. There are some psychological factors that help this process of development, such as memory, emotional attachment, and interest. The practical implications of these factors are discussed with the help of examples.

50. SIDDIQI, Waheedul Haq and ZUBERI, Ikhlas Hussain. Bachchey Ki Zehni Sehet (Mental Health of the Child) --- In: Bachchey Ka Zehn-o-Nafsiyaati Irteqa, 36-56. Karachi, Academy of Educational Research. 1972 (U).

The study of the mind of the child requires first the study of the mind of the adult. At some length the working of human mind is discussed with the help of various examples.

So far as the mind of the child is concerned, it develops gradually, and a time comes when his mind reacts just like an adult. With vague and hazy pictures of infancy, the mind gradually develops consciousness of things around him. Full comprehension and understanding are the signs of a mature mind. With the help of examples various stages of the growth of mind are explained. Both parents and teachers should have some knowledge of child psychology, because it guides us to help children to overcome their difficulties by inducing a healthy development of mind.

SCIENCE EDUCATION

51. ABIDI, Hasan. Science Ki Ta'aleem (Education of Science) --- Akhbar-e-Khwateen (Karachi) March 18-24, 1972 (U).

There is no denying the fact that science education widens mental horizon and sharpens the powers of thinking. But the difficulty is that basic education is open only to a fotunate few, and more than 80% of the population has to go without it. Education in science should, therefore, be made available to as many students as possible. It should not be restricted only to the well-to-do families. Poor and desrving students should be liberally awarded stiphends and scholarships, which will encourage them to come forward and acquire education in science.

SOCIOLOGY

52. HAIDER, S. Aley. Democracy and Education --- In: Qaumi Ta'aleem, 11-14. Karachi, Government College of Education. 1972.

The concept of democracy is explained briefly. Democracy is unthinkable without education. An ignorant and illiterate citizen cannot be a good citizen. Democracy needs the service of education and also determines the aims of education. Democracy and education are functionally correlated. Democracy without education and education without democracy are terms that have no meaning.

The basic principles of democratic education are: 1) universal, compulsory and free education; 2) education having individual and social references; 3) freedom of the child and respect for the teacher; and 4) decentralization of educational administration. The writer also briefly discusses the concept of democracy in the context of curriculum, in the context of teacher, and in the context of teaching methods.

53. JAFFERY, Naz. Social Service and Students --- Charm (Karachi) 8(1,2): 33 & 58. 1972.

The question of the participation of people in general, and of students in particular, in social service has been engaging the attention of all and sundry in the recent past. To train students in social service is now considered an integral part of their education. Social service provides opportunities for students to live with the masses, to understand their point of view, and to participate in the task involving both mental and manual work. The primary aim of training in social work is to bring the students in contact with the toiling masses and thus train them as disciplined citizens.

The term social service is defined briefly, and the importance of social service for students in their practical life is discussed. In the end it is suggested that we should allow the students to start some kind of social service work on their own. This initiative will create confidence and pride of performance in them.

STUDENTS' PROBLEMS

54. JAMALUDDIN. Who Leads the Young --- DAWN (Karachi) August 12, 1972.

The leaders of students nowadays do not care to take note of the deteriorating standard of education and the out-dated syllabi. They have not a word to say in disapproval of the large number of ill-equipped graduates mass-produced every year. Rather, they want more and more of them. They are ignorant of the problem. This sad state of affairs is largely due to the absence of positive communication between the authorities and the youth. There is lack of communication even between the teachers and the taught, and this has created mutual distrust and frustration. In the last past 25 years, not a single problem of the younger generation has been solved by these leaders. The problems have grown with the growth in the number of student leaders. This is the time to decide whether this situation should be left to itself or some positive action should be taken to check this wild growth. The answer is obvious.

TEACHERS

55. AHMAD, Anis. Sind Government's Teachers' Frustration --- SUN (Karachi) July 2, 1972.

The Education Department of the Government of Sind has discarded the rules and regulation governing recruitment, transfer, and promotion of the teaching staff. This has created much concern among the Government School Teachers of Karachi region. Of late, a number of such irregularities have only served to create nervousness, frustration, and disappointment among the teachers. What further worsens the situation is that the Education Department has withheld the sanction of staff for three girls secondary schools in different parts of Karachi. This staff has already been upgrated on paper but not in practice. Moreover, seven posts of headmasters and other education officers are lying vacant, and promotion has been withheld for unkown reasons.

56. KHAN, Iqbal Ahmed. Teachers' Retirement --- SUN (Karachi) April 3, 1972.

The premature retirement of teachers and educationists without any show-cause notice has created a sense of insecurity among the working teachers and educationists of the country. The Government should have given them a chance to defend themselves. The denial of the right of self-defence appears to be against all connons of justice and democracy. The teachers and educationists do not know the reasons of their premature retirement, because no charges have been framed against and communicated to them. We would appeal to the worthy President that at least teachers and educationists be given a chance to defend themselves, so that the present unrest among the teachers and educationists may come to an end.

57. MINHAJUDDIN. Retired Teachers --- Pakistan Times (Lahore) September 21, 1972.

The teachers of private colleges who h ve been retired suddenly on September 1, and those who are likely to face retirement soon on reaching the age of 58, are in particular mentally perturbed. Some of the teachers have served all their lives in the respective institutions, and they would have continued to serve there for a number of years but for this nationalization. If nationalization is to prove a benevolent measure for all teachers of private colleges, the Government should grant them pension according to their length of service when they reach the age of retirement.

Government servants on retirement receive pension and gratuity in addition to their provident fund. Even then, many of them are obliged to seek private employment, as they cannot make both ends meet with their meagre pensions. The plight of teachers of private colleges who have been or will be retired on reaching the age of 58 can well be imagined.

58. QURESHI, Sayeed. Teachers' Demand --- Pakistan Times (Lahore) July 13, 1972.

The West Pakistan College Teachers' Association has reiterated its demand that the Government should take over all private colleges without exception. The "exemption clause" in the New Education Policy provides that institutions run on "a genuinely benevolent, philanthropic and non-commercial basis" may not be nationalized. Since the managements of some premier institutions among the 73 private colleges in the Punjab are still flouting the provision of the West Pakistan Private Colleges (Management and Control) Ordinance of 1970 and throwing out teachers indiscriminately, the teachers naturally see protection only under wholesale nationalization. But this is an issue which affects thousands of colleges and schools, and among them are some established institutions with a standing of over 100 years. The imperative need is to accord preferential treatment to community schools and colleges. If some of these institutions suffer from financial instability, fail to offer job security to the staff, refuse to enforce the education code, or do not set up representative governing bodies and managing committees, then these should be taken into State control. But the few denominational schools and colleges, which not only conform to the basic requirements but also have a benevolent and philanthropic bias, must be allowed to remain outside the purview of nationalization.

59. SATTAR, Abdus. Transfer of Teachers --- SUN (Karachi) September 17, 1972.

The practice of transferring teachers like ordinary government servants serves no useful purpose, causes unnecessary hardship to the teacher, and leads to a rupture of the vital relationship between him and the community. It is argued that sometimes it becomes necessary to transfer a teacher for reasons of promotion. This concept is irrational and untenable. The teacher should stay in the institution where he has joined service. The Central Education Minister has been requested to issue a directive to all the Provincial Governments whereby - 1) Members of the teaching profession should be made 'exempt' from overstay transfer rules which are applicable to Government servants. (2) Teachers in the age bracket of 50-58 years should, in no case, be transferred against their wishes, provided their work and conduct have been satisfactory.

60. BRELVI, Syed Altaf Ali. Ta'aleem Madri Zaban Mein Honi Chahiey (Education should Be Imparted Through Mother Tongue) —- Hurriyat (Karachi) July 10, 1972 (U).

As far as literacy is concerned, different countries of the world have been divided into ten groups. The countries where literacy ranges from 75% to 100% head the list, and those where literacy is 10% or less come within the lowest group, Pakistan being one of them. It is hoped that if the new educational policy, which has been approved by the Government, is implemented in full, the percentage of literacy in our country may rise up to 15% by 1980.

Our country is awfully backward in the field of education. Three reasons can be assigned to this state of affairs: 1) All parents cannot educate their children because of their appalling poverty. 2) Political chaos in the country has become an impediment to progress. 3) We have not yet decided which language should be adopted as the medium of instruction. Unless these obstructions are removed, the percentage of literacy in the country would remain as low as ever.

61. KAZMI, Asma. Zariyae Ta'aleem (Medium of Instruction) - - - Akhbar-e-Khwateen (Karachi) March 11-17, 1972 (U).

The way English is taught in our institutions is quite unsatisfactory. This is proved by the proficiency tests of the students whose medium of instruction is English and of those whose medium of instruction is Urdu. The students whose medium of instruction is English are proficient neither in English nor in Urdu. It is not understandable why the syllabi of English should be different in the two types of schools. When, however, the students of these different media go to colleges they come up with the same syllabus. This proves a positive handicap to the students coming from the Urdu medium schools. It is, therefore, advisable that a uniform system of education should be followed under the new educational policy. The most important feature in the new policy is the emphasis it lays on technical education in view of the changing conditions throughout the world.

62. ANJUM, Tanveer. Engineers Aur Berozgari (Engineers and Unemployment) --- Akhbar-e-Jehan (Karachi) September 27, 1972 (U).

The problems faced by engineers in Pakistan are growing every year. The number of unemployed engineers is increasing, and nothing is being done by the authorities to provide suitable jobs to them. Take the example of a student who undergoes training in a polytechnic for full three years. His parents spend their hard-earned money on him in the hope that their son would be able to help them in their old age. But their hopes remain unfulfilled. Their son after becoming an 'Associate Engineer,' starts running from pillar to post in search of a job. In order to solve the growing problem of unemployment, it is suggested that the diploma of Associate Engineers should be treated at par with F.Sc. This will enable the diploma holder to apply for and get admission in the Navy or Air Force. He may even get admission in B.Sc. class.

63. SATTAR, Abdus. Funni Ta'aleem Ki Zaroorat (The Need for Technical Education) Akhbar-e-Jehan (Karachi) July 26, 1972 (U).

In the modern world, we cannot think of doing anything useful without basic technical education. Being a developing country with limited resources, Pakistan needs such progressive syllabi as would enable a student to take up any suitable job without any difficulty if he wants to give up studies at any stage. Technical education, therefore, should be made compulsory right from the primary level. Unless interest in technical education is created among the students from the very beginning, we can neither solve the problem of unemployment nor dream of national development.

It is unfortunate that even after twenty-five years of independence, we have not been able to establish technical schools and colleges in sufficient numbers. This is the age of technology, and we have to train as many young men as possible in technical and scientific subjects.

TEXTBOOKS

64. BOKHARI, Waseem Ahmed. Ta'aleemi Taraqqi Mein Kitab Ka Hissa (Contribution of Book in the Development of Education) --- Kitab (Lahore) 6(10): 35-36. July, 1972 (U).

The positive effect of the Second World War was the desire of the under-developed countries to join the race for national development. This desire compelled them to wipe out illiteracy and produce well trained manpower suitable for the economic development of the country. The development of education is receiving much attention, but it is not producing the desired results. One reason is faulty planning in education and the second reason is the high cost of education. As far as the cost of education is concerned, the major share goes toward the salaries of teachers. To minimize this expenditure, experiments are being carried out to see whether training and teaching can be done without the help of teachers. In such cases technological instruments and books are the paramount means of spreading education.

It is an accepted fact that books are the basic means of education. Alongwith textbooks, supplementary reading has great importance, and for this plenty of non-textbooks are required. This extra-curricular study is the real basis of future progress. Unfortunately we give little attention to this fact.

65. HUSSAIN, Azhar. Text-Books --- SUN (Karachi) April 25, 1972.

It is understood that the sale of imported textbooks will be subsidized to bring down their prices and make them easily available to the not-so-affluent people of this country. The procedure adopted, however, seems to be tortuous and cumbersome. Textbooks, general books, and journals of reference will be imported on cash-cum-bonus basis of exchange by the National Book Foundation to be set up soon for the purpose. The Textbooks so imported will be sold direct to schools and colleges at subsidized rates, bringing down the prices of these books to the level of official exchange rate.

The Foundation will sell the books on no-profit-no-loss basis.

This declaration of intent raises many questions: 1) No deadline has been set for action overtaking intent; 2) It is not known whether the subsidized books will be made available to students in time for the next academic year; 3) The wisdom of placing textbooks on the cash-cum-bonus list first and then subsidizing the extra cost, so added from public funds, is questionable. It is, therefore, expected that ways would be found to insure that textbooks would be made available to the students in time and at reasonable prices.

66. HUSSAIN, Jameel. Text-Books --- DAWN (Karachi) July 19, 1972.

The Punjab Text-Book Board is currently holding an educational workshop on books of Persian and Social studies. The purpose is to provide an opportunity to college and school teachers to offer suggestions for improving the present textbooks on the subject. The initiative the Board has taken in this matter of tremendous significance will be widely commended. It cannot be said in advance that the results likely to be achieved will be entirely satisfactory. But there can be no two opinions either on the need for improving the textbooks produced in the country or on associating teachers in the task of revising them.

The quality of many of our textbooks leaves much to be desired. In some cases the writers chosen are just not capable of turning out any work of quality. In other cases the persons chosen to write textbooks possess the ability but prefer to write without due care and attention, knowing that those who are to approve and select the textbooks will not insist on high standards. It is time the educational authorities in the provinces and the center took a serious note of the various deficiencies in the textbooks and devised ways of scrutinizing more thoroughly the manuscripts that are presented by textbook writers.

67. YUNUS, Sufi Mohammed. Census of Textbooks 1972-73 and Enrollment of Students 1970-71 --- Lahore, Punjab Textbook Board. 79p. 1972.

The report of census of textbooks and enrollment of students gives information about the textbooks produced and published by the Punjab Textbook Board and the enrollment of students of classes I to XII of the Punjab Province.

The information is divided into four sections. The first section gives the names of the textbooks prescribed for various classes. Pages, prices, and the names of the publishers are also given against the respective books. Section two of the report provides information on the enrollment of the students by class and subject in each region of the province. Section three of the report deals with the enrollement of deaf and dumb students, students of comprehensive pilot schools, students of English medium schools, and students of P.T.C. course. The last section contains statistics on textbooks and enrollment of students.

WOMEN'S EDUCATION

68. AHMAD, Zeenat Rashid. Let Us Reshape the Young Girls' Mind --- Morning News (Karachi) August 31, 1972.

At the school stage, both in the rural and urban areas, certain subjects, such as weaving, sewing, embroidery, cooking, food and fruit preservation, toy-making, agriculture and gardening, bee-keeping, pottery, dyeing, typing, book keeping, and textile designing, may be taught. Each girl may offer at least two subjects which have a vocational bias.

At the college stage, apart from studies in science, engineering, commerce, law, etc., girls should be encouraged to study such subjects with a vocational bias as journalism, education, music, fine arts, languages, home economics, nutrition and diet, child psychology and child care, libary science, commercial arts, social welfare, interior decoration, textile designing, commercial arts, physiotherapy, statistics, radio and television script writing and program production, etc. There are no reasons why some of these subjects should not been offered in some of the colleges in Pakistan. Instead of opening Intermediate colleges for arts, Government may open technical vocational colleges for girls.

69. ALI, Anita Ghulam. Women's Education As Human Resource --- Charm (Karachi) 8(1,2): 29 and 63. 1972.

A country which commits itself to accelerated growth needs a s$\dot{e}$' strategy for development. It must increase sharply its savings in men and money. A strategy for development of human resources, i,e., the building and effective utilization of the skills of all its people is an essential element of any modern strategy. However, ours is a strange world. We in Pakistan have completely neglected women as human resource. In our society they are no more than so many invalids, imbeciles, and serfs.

In modernizing economics, the strategy for the development of human resources should aim at the two-fold objective of building skills and providing productive employment to the available manpower. In both these objectives our government has failed in so far as the exploitation of the inherent qualities of the women population is concerned. The areas and sectors where women are more useful then men are briefly mentioned.

70. KHAN, Safia Rasheed. Moujuda Ta'aleem Ki Ahmiyat (Importance of Present Education) --- Akhbar-e-Khwateen (Karachi) January 1-7, 1972 (U).

Majority of educate women are not satisfied with the present system of education, which they say, has become outdated. It is also true that the education seems to have no purpose. Therefore, radical changes, both at primary and secondary levels, are necessary. Military education should also be made compulsory for girls both in schools and colleges.

According to the latest survey, our girls are being educated without any purpose. A majority of them go to the educational institutions only to pass their time, wasting their valuable time and the hard-earned money of their parents. The present system needs to be completely overhauled and re-oriented.

71. MOHAMMED, Majida Khooshi. Larkiyan Aur Medical Ta'aleem (Girls and Medical Education) --- Akhbar-e-Khwateen (Karachi) December 11-17, 1971 (U).

It is unfortunate that few girls go in for medical education in our country. On the other hand, the number of arts graduates is constantly rising. The result is that unemployment among educated girls is increasing. This situation is very disturbing for parents as well as for students themselves.

In view of the extreme shortage of lady doctors in the country, it is suggested that girl students should be given priority in the matter of admission to medical education. Various restrictions on their admission should be lifted, and a comparatively easy and useful course should be introduced for them. It is also suggested that unemployed lady graduates should be employed both in colleges and universities.

GENERAL

72. ABOOBAKAR, Ismail. Devaluation and Studies --- Morning News (Karachi) May 21, 1972.

While the Government has set itself to the task of spreading higher and technical education, it is strange to see that the future of our students abroad has not been duly taken care of. This community of students has been suddenly confronted with a serious situation. They have either to return home without completing their studies or face destitution in a foreign land.

The case of the students who had just succeeded in completing the formalities and were preparing to leave for abroad for further studies, is really pitiable. All their plans have been shattered. In order to mitigate the disastrous effect of this measure, it will be necessary to make some special provision to exempt those who have succeeded in securing admission and to allow them the exchange at pre-devaluation rate.

73. AHMED, Fahmida Masood. Hamarey Ta'aleemi Masail (Our Educational Problems) --- In: Ma'ashrati Masail Ki Imraniyaat, 114-147. Karachi, Kifaiyat Academy. April, 1972 (U).

In spite of various reforms and development in the field of education, we have still many problems to solve. The various changes and reforms did not produce the desired results. The main problems we are now facing are:

1) decline of educational standard among students;

2) failure of students;

3) ill feeling between students and teachers;

4) lack of scholastic, artistic, and technical aptitudes in students; and

5) unrest among students and their violent behavior.

There is a separate discussion on each of these problems and their causes.

74. ALI, Syed Ahmad. Wazarat-e-Ta'aleemaat Sind Sey (To the Ministry of Education, Sind) --- Jang (Karachi) September 20, 1972 (U).

It is hoped that with the nationalization of private colleges, a number of demands put forward by the teachers will be met by the Government. Promises have also been made for the restoration of their frozen Provident Fund and the guarantee of their service. But the Government has announced that for Private Schools, the process of nationalization would be completed in two years in several phases. The reason advanced for the delay is the economic crisis the Government is facing. It was announced in the Education Policy that free education will be imparted up to class VIII, but it appears from official and non-official announcements that the promise of free education would hardly be fulfilled by October 1972 when schools reopen. All this has put both parents and students in a fix. They want to know whether free education up to class VIII will be imparted only to the students of those schools which will be nationalized in October 1972, or in all the schools which will be nationalized during the next two years.

75. BHATTI, Abdul Majid. Devaluation and Students --- SUN (Karachi) July 14, 1972.

Actually, all education in the country, especially technical and medical, is subsidized. The Government cannot meet the expenditure on education by charging ten to fifteen rupees monthly as tuition fee from medical and engineering students. There seems no reason why the young men who have gone abroad to study the subjects approved by the Government should be deprived of some reasonable help. It is true that a few students do not return home after completing education. It is not because they are unpatriotic. Lack of employment opportunities at home precludes their return. However, those who do not return are not a loss to the country. One can consider them an asset, as by working abroad they earn foreign exchange which we so badly need. If the Government does not allow remittance at the special rate of exchange, most of the students will be compelled to discontinue their studies, and thus all the money spent on them by the Government or the parents will be lost.

76. FAROOQI, Ibadullah. Moujuda Ta'aleem Kay Chand Naqais (Some Defects of Modern Education System) --- Sanuvi Ta'aleem (Lahore) 6(1): 47-53. June, 1972 (U).

The main defect of the modern system of education is its stress on materialism. All efforts are concentrated on the object that education should prepare a man for work as soon as possible even at the cost of training in human values. Professional and vocational education is the sole goal of modern education. This is a faulty conception. Man is not merely an earning machine. He should equally necessarily have training in the higher values of life.

The present teaching methods are also full of faults. There is at present undue stress on memory. Thinking, creativity, and power of argument have little importance. The discarded examination system is still in vogue with all its defects. A major defect of the education system

is early specialization of subjects. This restricts the learning of other necessary subjects. The overall development of personality is not possible under the present system of education. There are suggestions for improving the present system of education aimed at achieving the real goal of education, i.e., the development of human personality.

77. HUSSAIN, M. Anwar. IER Research Projects And Publications in Education - A Bibliography 1960-71 --- Lahore, Institute of Education and Research, University of Punjab. 124p. August, 1972.

The bibliography titled Research Projects and Publications in Education, covers the period from 1960 to 1971 and has been arranged alphabetically first on the basis of major subject areas and then according to authors in the case of students' research projects.

The major subjects are: 1) administration in education; 2) audiovisual aids; 3) children's literature; 4) comparative education; 5) curriculum; 6) educational psychology; 7) educational surveys; 8) facilities in institutions; 9) financing of education; 10) guidance and counselling; 11) health education; 12) Islamic studies; 13) libraries; 14) parents; 15) philosophy of education; 16) planning and development of education; 17) principles and methodology of teaching; 18) science education; 19) sociology of education; 20) studies on students; 21) teacher education; 22) teachers' service conditions and other problems; 23) teaching of English, mathematics, social studies, and Urdu; 24) tests and examinations; and 25) wastage in education.

78. NIGAR, Farkhunda. Mazameen Kay Intekhaab Mein Azadi (Freedom in the Choice of Subjects) --- Akhbar-e-Khwateen (Karachi) January 7-13, 1972 (U).

One of the most important problems that our female students are facing today is that they have no freedom in the choice of subjects. For example, if one likes to have psychology, one will have to take Economics with it and no other subject. Such restrictions do not exist in other countries. It is also unfortunate that no attention is paid either in schools, or colleges toward general knowledge. Every teacher wants that his students should get through just by memorizing the answers. Nobody cares if anyone understands the lecture or not. The result is that the students take the help of guess-papers and get-through-guides.

79. RAUF, Abdur. Zarae Iblagh-e-Aamma Aur Hamari Ta'aleem-o-Ta'ameer (Communication Media and Our Education) --- Sanuvi Ta'aleem (Lahore) 6(1): 1-23. June, 1972 (U).

Communication media include all those institutions which transmit some message to general public. Broadly speaking, the institutions are films, T.V., radio, newspapers, magazines, and mosques. These institutions can play an important role in the promotion of education and character building. At the same time these very institutions can destroy the moral fabric of the society and serve the cause of ignorance.

It is discussed in detail how each media affects the people both in constructive and destructive way. Some positive suggestions have been put forward for reforms and corrective measures in order to bring the communication media in line with the education and training of people.

SPECIAL SECTION - NATIONALIZATION OF EDUCATION

80. ADIL, Hasan. Ta'aleemi Idaron Ko Qomiyaney Ka Mas'ala (Problem of Nationalization of Educational Institutions) --- Jang (Karachi) July 1, 1972 (U).

As the basic aim of the proposed scheme of nationalization is to better the conditions of private colleges, the Government should come out with a clear and unambiguous mode of operation. The aims of nationalization could also be achieved without taking the colleges under government control and even without imposing a burden on national exchequer. Some of the suggestions are as follows:

1) The Sind Government should set up a caretaker administration to keep an eye on the working of the colleges. The Ordinance, which provides for the administration of private colleges and guarantees the services of college teachers, should be enforced immediately.

2) In order to stop possible misappropriation, the present rules and regulations should be suitably amended.

3) All the colleges accommodating two to four hundred students should be merged with bigger units.

4) The Government should make it binding on the administration of private colleges to grant government scales to their teachers. The Government should also provide enough grants-in-aid to these institutions under the ammended rules.

If under the compulsion of circumstances the Government chooses to launch the whole scheme of nationalization in a single phase, it should be prepared to share added responsibilities: a) The Government will have to provide more money to improve upon the existing conditions of the private institutions. b) One of the major problems that the government will have to face on account of nationalization is how to stem the wave of unrest among the student community.

81. AHMAD, M. Education Reforms --- SUN (Karachi) July 2, 1972.

There is a lot of confusion over the real intent of the government which sometimes uses the term 'Nationalization,' and sometimes the phrase 'Take-over,". The terms 'Nationalization' and 'Take-over' have entirely different meanings. If it is 'Nationalization' it may be a take-over too, but if it is simply a 'take-over' it cannot be nessarily a 'nationalization.' This is yet to be clarified by the Government to remove the doubts from the mind of the common man.

The second confusion is about the economic aspect of these reforms. The common man and the tax-payer are in absolute darkness as to how the government proposes to meet the heavy expenditure required to implement the new education policy.

The third confusion is about the categorization of the education institutions. Contradictory declarations have been made by the representatives of the provincial and the central governments. One adviser has declared that not all, but only those institutions shall be 'taken-over' by the government which are found to be running on commercial basis. But the Central Minister for Education has declared that all the institutions would be nationalized.

The fourth confusion is about the system of education. Up to now we have been following the British pattern. Laterly there has appeared some influence of American pattern too. The fifth confusion is about the medium of instruction. All these doubts should be immediately cleared.

82. AHMAD, Reazuddin. Asateza Aur Niji College (Teachers and Private Colleges) --- Jang (Karachi) August 15, 1972 (U).

The President and other officers of the Association of the teachers of private colleges are pressing the government to take over all private colleges in its control. This demand unmistakably shows that all was not well with private colleges.

On the other hand, even after the educational institutions have been taken over by the Government, teachers are expressing their discontentment and demanding higher salaries and more facilities. The crux of the matter is that the government has no right to take over all private colleges in its control without the consent of their respective managements. To make the matters worse, the Government has not only taken over all private colleges but also failed to pay any compensation to the managements.

83. AHMAD, Zahur. The Promise Fulfilled --- In: End of Misery, 16-18 Islamabad, Ministry of Education. 1972.

Private educational institutions had come into being in the subcontinent as a consequence of the philosophy of education propounded by Macaulay. It was hoped that with the advent of freedom, the colonial role of education would come to an end. But this was not to be. On the other hand education became commercialized. This commercialization specially affected the teachers employed by these institutions. The teachers were subjected to continuous exploitation, economic repression, and humiliation during the last 25 years.

Malpractices rampant in the privately managed educational institutions, and especially their maltreatment of teachers is discussed at some length. Nationalization, however, has liberated the teachers from the tyranny of the management and created in them a sense of security. The teachers of nationalized institutions will from now on enjoy the same status, salary, and terms and conditions of service as are available to government teachers.

84. AHMAD, Zeenat Rashid. The Challenge of Nationalization --- Morning News (Karachi) August 24, 1972.

Private colleges have so far been running on fees from students, grants from the Government, and donations and gifts from philanthropic citizens. Under the scheme of nationalization of colleges, the fees charged will presumably be lowered. Donations will not be forthcoming easily. Colleges will run mostly at Government expenses, which will have to be met from increased taxes. The question arises whether nationalization is only a transitional necessity for the sake of achieving a more balanced educational system for the nation, or has it come to stay for all times? It may be presumed that this is the final death bell of private enterprise in education. But, perhaps, the Government may, in due course, have to permit the establishment of new private institutions in order to meet the short-ages of skilled manpower in certain fields. Maybe, the Government wants to encourage private citizens

and organizations to establish and run adult education centers to impart literacy, knowledge, and skills to "the lost generation." In the last fifteen years seminars have been held, resolutions have been passed and reports have been submitted, but all without tangible results. If nationalization can generate national energies, and the nation has the will power to implement all that is good, constructive, and wholesome in the new scheme, something will be achieved. There must be a sense of participation among all the constituent elements of the society [illegible], i.e., teachers, students, parents, and administrators. Above all, the new governors of colleges must be trained educationists, so that education can be taken out of its present semi-handicraft stage.

85. AKHTAR, Alauddin. Niji College Qoumi Tehveel Mein Aur Mafadaat-e-Asateza (The Nationalization of Private Colleges and Interests of Teachers) --- In: End of Misery, Islamabad, Ministry of Education. 1972 (U).

The nationalization of schools and colleges has fulfilled the long-standing demand of teachers and students. The nationalization will have far-reaching effects in the field of education. Education will now be free from exploitation, and teachers will work under better service conditions with vigour and devotion. The conditions prevailing in private institutions were far from satisfactory, and this nationalization is a step to improve the situation.

Nationalization is a special boon to teachers. The advantages the teachers will get from nationalization may be divided into three categories; economic, social, and psychological. These advantages are discussed briefly, and it is concluded that the nationalization of education will enhance the social status of teachers in the community.

86. ALI, Anita Ghulam. A Sigh of Relief --- In: End of Misery, 13-15. Islamabad, Ministry of Education. 1972.

The announcement of 'nationalization' has given rise to wide speculation about the definition and implications of this measure. It seems the government has accepted full responsibility

for education, as it is the base on which the edifice of the new socio-economic order has to be built. Equalizing access to education and changing education from an elite privilege into an equal expectation is possible only through nationalization, and this is justification enough for the action.

If nationalization is implemented in letter and spirit, there is good reason to believe that education will improve both quantitatively and qualitatively. Nationalization is a tremendous challenge. Its success will depend on the initiative, hard work, honesty, determination, and dedication of the teachers, the students, and the parents, and above all on the earnestness of the government to permit a free and dynamic education policy to wolve.

87. HAIDER, Masood. The Dilemma of Private Colleges --- Morning News (Karachi) August 8, 1972.

The teacher community is now divided on the question of the nationalization of private colleges due in September. While officially the West Pakistan College Teachers Association wants immediate one-phase nationalization of the colleges, individual teachers have serious apprehension about the security of their services and their future in a nationalized setup. They fear discrimination and displacement following the nationalization. The individual members of the West Pakistan College Teachers Association demand assurances that: 1) they would not be transferred from the city without their consent; 2) transfer if any, should be made strictly within the same region of Education Directorate; and 3) seniority of the teaching staff in the private colleges should be insured. Most of the private colleges managements are in a dilemma, since the Government's inspection team, set up to assess the assests and liabilities of the private colleges has started moving about. Many of them had to make last-minute adjustments in their account books, ledgers, and records. Some of them are busy constructing rooms and walls in and around their institutions, for on the one hand they have already utilized the funds allocated for certain constructions in their colleges, and on the other hands, they were not able to build the structure. So, in order to put the record straight, rooms and walls are being constructed at exorbitant rates and with frantic speed.

88. HAQ, M. Ikramul. The Take-over of Colleges --- Pakistan Times (Lahore) August 31, 1972.

The first of September 1972 marks the beginning of a historic process, viz., the nationalization of private educational institutions in our country. The process of nationalizing these institutions is full of many complex problems. All private colleges do not have a uniform standard of recruitment for the teaching staff. Experts at both the Secretariat and the Directorate levels have been working to evolve a framework which could keep these institutions going smoothly in their present gear at least in the initial consolidation stage.

Some relevant points may be touched upon here. To begin with, a separate self-diminishing cader of the private college teachers could be established and an integrated seniority list of all the teachers prepared on the basis of the available record, consultations, and mutual agreements. Once the seniority list is ready, proportionate number of teachers can be placed in higher tiers according to accepted rules and formulas of the Education Department. The requisite percentage of posts at every level may be advertized for direct recruitment through the Commission. Services of all superannuated teachers should be dispensed with.

At the initial stage, an administrator may be appointed in each college to establish liaison with the Education Department, to collect genuine data, to guide the senior most teachers of the institutions (appointed as Acting Principals) in the application of government rules, and to lay the groundwork for a complete switch-over to Governmental Administration. Inter-college transfers from one private college to another or from a private college to a Government college will have to be stopped for some time.

89. HUSSAIN, Ahmad. Nationalization and Private Colleges ---
DAWN (Karachi) August 21, 1972.

In deciding to nationalize all private colleges in the province in one single phase with effect from September 1, the Sind Government is probably trying to do too much, too quickly with too little planning. There is a general demand for raising the standard of instruction in private colleges and liberalizing the terms of service and emoluments of teachers employed in these institutions. It seems, however, that the Government has not taken into account the magnitude of the task of wholesale nationalization, which is likely to create problems rather than solve any. There is no questioning the spirit that underlies the move for nationalization and for the elimination of commercialism from the domain of education. But it is not to be forgotten that everything good has to be subjected to a scheme of priorities, because too often plans of reforms, excellent in conception, prove counter-productive in practice if enough forethought is not given to the less obvious implications and minute details.

90. HUSSAIN, Tahir. Nationalization and Promotion of Science ---
In: End of Misery, 26-27. Islamabad, Ministry of Education. 1972.

The importance of science education cannot be overemphasized. In our country, several attempts were made to improve science teaching. But they failed because of the active opposition of some teachers mostly from private educational institutions. It is a fact that private educational institutions never encouraged science education. Most of them are ill-equipped for this work.

Since the teachers in private institutions are not adequately paid, they neglected class teaching, and turned to such short cuts as key books and guess papers. This is a negative step in science teaching. It is hoped that nationalization of private educational institutions will raise the standard of teaching in general and science teaching in particular. Teachers with better service conditions and security of job will certainly be more devoted to teaching. Moreover, the lab facilities and other necessary components of science education will become available to each and every school.

91. INAMULLAH, M. Private Colleges --- DAWN (Karachi) August 31, 1972.

Now that arrangements for the nationalization of private colleges have been finalized, and a policy announcement to nationalize the colleges in a single phase has been made, any criticism against this policy is unjust, uncalled for, and also against the interest of the teaching community. Nationalization of educational institutions is to go into effect in accordance with the Education Policy. It is the result of a long struggle of the teachers for getting security of service, better service conditions, and pay-scales equal to those prevaling in the Government colleges. The progress has to be single-phased in order to be practicable. Any opposition to this step will only harm the interests of the teacher community. Whatever, the Government wants to do for the betterment of the teacher community should not be misunderstood. Let the Government have a chance to put the program into practice.

92. KARIM, Razia. A Memorable Day --- In: End of Misery, 21-25. Islamabad, Ministry of Education. 1972.

The decision to nationalize the privately managed educational institutions has been widely acclaimed. Some people, however, question the feasibility and utility of this step. There is some doubt whether the government would be able to finance and run all these institutions smoothly. It is also doubted whether this policy would really benefit the students, the teachers, and the parents and help raise the standard of education.

The writer has discussed the workability of the policy and how this will benefit the students, the teachers, and the parents alike. It will put an end to the various malpractices of the private institutions, which were hampering the cause of education. It is emphasized that in the light of the prevailing conditions, the nationalization of private institutions was not only desirable, but also an essential step. In fact, it is the most revolutionary step toward putting an end to the exploitation of the teachers, the parents, and the nation in general.

93. KHAN, Munir Ahmed. Students the Main Beneficiary --- In: End of Misery, 19-20. Islamabad, Ministry of Education. 1972.

Nationalization has been rightly hailed by the teachers and the students as a big step forward. The scheme is appreciated and praised by all. Its successful implementation will have a healthy effect on the academic and moral tone of private institutions.

How are the students going to benefit by the scheme of nationalization? What impact will the scheme have on the students' cultural and intellectual attainments and total development of their personality at various stages? These two important questions have been fully dealt with by the writer. It is concluded that a good beginning has been made, and with vision and foresight we should continue our efforts to provide our students better education.

94. LATIF, Abdul. Nationalization to Facilitate Innovation --- In: End of Misery, 3-8. Islamabad, Ministry of Education. 1972.

In Pakistan no reform has been hailed with so much enthusiasm by the teaching profession as the take-over of schools and colleges by the state. The writer has briefly examined the probable effects of the change of control of educational institutions on the pace of 'innovations.' The term 'innovation' is used in the sense of significant alteration in content, methodology, instructional organization, or teaching environment which affect the educational achievements of a sizable portion of the institutions and the student body.

The subject of innovation in education is discussed under the headings; 1) teacher's self-image; 2) teacher's economic security; 3) teacher's competence; head of the institution; and 5) facilities and resources of instituons. It is said that private control over educational institutions has produced a system of resistance against adoption and spread of innovations. For the implementation of the government policy of revolutionary reforms in education, the taking-over of private institutions was an inevitable step.

95. MAJID, Abdul. Nationalized Education --- In: End of Misery, 28-30. Islamabad. Ministry of Education. 1972.

The flagrant abuses in the private educational institutions forced the government to nationalize education at all levels. The nationalization will be welcomed by the teachers of private educational institutions, who will now be assured of regular and graded salaries, gazetted rank, and other benefits that go with government service. The rest of the community will appreciate the change as soon as it becomes an accomplished fact with free and compulsory schooling and higher education open to merit and financially less burdensome.

The effects of nationalization on the service conditions of teachers are briefly discussed. The nationalization will help in the maximum utilization of all available talent and will eliminate superannuated teachers. It is suggested that in the process of retiring superannuated teachers acknowledged talent should be retained if their mental vigour is not impaired. The screening of the present teachers is also suggested in order to find out the academic credentials of the teachers, thus ridding education of incompetent teachers.

96. NAQVI, Ali Raza Shah. Ta'aleemi Idaron Ki Qaumi Milkiyat (Nationalization of Educational Institutions) --- Hurriyat (Karachi) July 4, 1972 (U).

All educational institutions, whether Missionary, Public Schools, or Colleges that charge tuition fees, are in essence commercial institutions. It can therefore be logically inferred that if the Government nationalizes such institutions, it shall do so without exception. But the six months' period of grace which the Government has granted to such institutions after nationalization is not a wise step. With this announcement, on the one hand the Administration of private institutions has lost its interest, and on the other hand the employees belonging to these institutions have lost the heart. It would have been better if the Government had taken over the administration of the private institutions immediately after nationalization.

The Government should realize this anomaly and fix the scales of pay of the teachers according to their seniority. The Government should also see to it that all the institutions are nationalized without exception.

97. PIRZADA, Abdul Hafeez. No Doubts No Fears --- In: End of Misery, 52-58. Islamabad, Ministry of Education. 1972.

The take-over of private education under the Martial Law Regulation 118 is the biggest step of its kind. The teacher community should have no doubts and fears in this behalf. The take-over will certainly benefit them. However, there some misgivings about the amendments made in the Martial Law Regulation 118. The Minister for Education consulted and discussed the grievances with the teacher community. In the present address he counsels the teachers not to have any fears about these amendments. He explains the various amendments and shows how the numerous grievances of the teachers will be redressed.

The Minister has requested the teachers to cooperate with the government in order to implement the schem of nationalization which will end once for all the exploitation of the teacher community. The nationalization will bring at par the teachers of private institutions with those of the government.

98. PIRZADA, Abdul Hafeez. Nationalization of Colleges --- In: End Of Misery, 3-8. Islamabad, Ministry of Education. 1972.

From September 1, 1972 all recognized and affiliated privately managed colleges will stand nationalized. This revolutionary step will usher in a new era of the liberation of our mind and intellect from the unhealthy traditions of the colonial past. While we did achieve political freedom in 1947, our minds remained chained to the old order through a system of education, which, in its structure and content, was alien to our new hopes and aspirations.

The present step of nationalization is a model for other developing countries with similar socio-economic pattern. This step of nationalization has no religious bias. It was warranted by the need for uniformity and cohesion in the educational system of the country. Moreover, the privately managed instituons exploited the noble cause of education for their mercenary ends, and made a mess of it. Teachers and students, no less than as education, suffered badly. These painful realities made it necessary for the new government to take charge of education and nationalize .. private institutions.

99. SHAAD, Ashraf. Ta'aleemi Policy (Education Policy) --- Mashriq (Karachi) August 1, 1972 (U).

As the time for the nationalization of educational institutions is approaching, many private colleges have redoubled their efforts to thwart the scheme. Understandably, they are scared at the prospect of their business collapsing. They are persuading the government by various ways to scrap the nationalization plan for good. They are compelling the teachers in their employment to sign and send applications to the government, pleading the case of private colleges.

These applications usually say that 1) the teachers are satisfied at their present condition; 2) they are receiving fair salaries; 3) the management of the colleges is honest and efficient; and 4) these institutions are running on purely philanthropic and not on commercial basis.

The authorities would do well to treat such pleadings with the contempt they deserve and carry on with their program of educational reform.

100. USMAN, Mohammed. Ta'aleem Qoumi Tehveel Mein (Nationalization of Education) --- In: End Of Misery, 90-96. Islamabad, Ministry of Education. 1972 (U).

We inherited the British system of education. After independence the number of educational institutions and students began to increase by leaps and bounds. But there

was no change in the system of education, which continued to serve two masters, the government and the private institutions. The conditions of education in private sector were very unsatisfactory. The private institutions made education a commercial commodity and exploited both students and teachers. The students had to pay high fees and the teachers had to work for paltry return. A number of other malpractices were also rampant in these schools. Moreover, there were private schools only for top notches to which poor students had no access.

It is hoped that nationalization will eradicate these evils. The biggest advantage will be the democratization of education. Opportunities will be open to each and everyone according to his merit. The uniformity in the system of education will also breed a sense of unity, a step necessary for an ideological state like Pakistan.

101. YOUSUF, (Miss) K.F. Better Education Lessor Cost --- In: End Of Misery, 31-32. Islamabad, Ministry of Education. 1972.

For the first time in the history of the country, a complete concept with detailed targets for the development of the entire educational system has been drafted. The existing system, a legacy of the colonial past, has given us nothing but false values and sharp social divisions. This is to be replaced by an open democratic system with equality of opportunity for all. The nationalization of colleges is both a positive step and a determined effort on the part of the government toward the objective. This carries dividends for students, teachers, and the nation as a whole.

The benefits of the nationalization of colleges include fee benefits, better facilities for teaching, and the end of exploitation of teachers and students.

102. ZAKI, W.M. Inevitability of Nationalization --- In: End Of Misery, 38-48. Islamabad, Ministry of Education. 1972.

The emergence of private institutions in such large numbers was due to the failure of the government to provide adequate educational facilities. The private endeavour, whatever its deficiencies and drawbacks, rendered valuable service in providing educational facilities in earlier stages. However, the majority of private institutions were not only failing in their function of providing the appropriate type of education, but were also positively helping the perpetuation of malpractices of all sorts. Consequently, deterioration of academic standards, tendency of indiscipline among students, and a sense of disappointment, frustration, and aimlessness in teachers became common features of private education.

The various irregularities and defects of the privately managed institutions are discussed. It is argued that the expenditure involved in providing facilities for science and technical education, which is the basic aim of new education policy, will be simply beyond the means of the privately managed institutions. Nationalization is therefore the answer.

WRITERS' INDEX

ABIDI, Hasan, 28

ABOOBAKAR, Ismail, 38

ADIL, Hasan, 42

AHMAD, Anis, 30

AHMAD, Anwar, 15

AHMAD, Fehmida Masood, 10,11,26,39

AHMAD, Manzar, 6

AHMAD, Manzoor, 15

AHMAD, M., 24,43

AHMAD, Riaz, 11

AHMAD, Riazuddin, 44

AHMAD, S. Saeed, 3

AHMAD, Zahur, 45

AHMAD, Zeenat Rasheed, 36,45

AKHTAR, Allauddin, 46

ALI, Anita Ghulam, 12,36,46

ALI, M. Basharat, 4

ALI, Syed Ahmed, 39

ANJUM, Tanveer, 33

BAQAI, Sabihuddin, 7

BHATTI, Abdul Majeed, 40

BRELVI, Syed Altaf Ali, 32

BUKHARI, Waseem Ahmed, 19,34

CHOHAN, Michael N.R., 12

CHUGHTAI, Mohammed Ishaque, 19

DANI, Ahmad Hasan, 22

DURRANI, Atash, 23

FAROOQI, Ibadullah, 18,40

HAIDER, Masood, 47

HAIDER, S. Aley, 28

HAQ, M. Ikramul, 48

HUSSAIN, Ahmad, 49

HUSSAIN, Azhar, 34

HUSSAIN, Jameel, 35

HUSSAIN, M. Anwar, 41

HUSSAIN, Mahmood, 20

HUSSAIN, Tahir, 49

INAMULLAH, M., 50

JAFFLY, [illegible], 39

JAMALUDDIN, 29

JAVED, Riaz, 21

JAVED, Shameem, 1

KARIM, Razia, 50

KAZMI, Asma, 32

KHAN, Anwar Khalil, 7

KHAN, Hussain A., 24

KHAN, Iqbal Ahmed, 30

KHAN, Azhar., 14

KHAN, Mohammed Atharali, 26

KHAN, Munir Ahmad, 51

KHAN, Safia Rasheed, 30

KHURSHID,Abdus Salam, 13,22

LATIF,Abdul, 51
MAJEED,Abdul, 4,16,52
MALIK,Bashir A., 25
MINHAJUDDIN, 30
MOHAMMAD,Majida Khooshi, 38

NAQVI,Ali Raza Shah, 52
NASIM, Waheeda, 14
NAWAZ,Choudhury Mohammad, 16
NIAZI,G.Y.K.,17

PIRZADA,Abdul Hafeez, 53

QURESHI, Sayeed, 31
RAFIQ,Shamima,13
RAUF, Abdur, 42
RAYMOND, S., 8
REHMAN,Inamur, 5

ROOHULLAH,Mohammad, 8

SAID,Azra,9
SATTAR,Abdus, 31,33
SHAAD,Ashraf, 54
SIDDIQI,Waheedul Haq, 2,27
SULEMAN,Mohammad Rafiq, 25

USMAN,Mohammad, 54

WAZIRABADI,Qayyum, 23
YOUSUF,(Miss) K.F., 55
YOUSUF,Meher, 5
YUNUS,Sufi Mohammad, 36

ZAIDI,S.M.Hafeez, 9
ZAKI,W.M., 56
ZUBERI,Ahsan, 3,10
ZUBERI,Ikhlas Hussain, 2,27

****
****